Promising Practices
2011 Leader Colleges

Released: September 2011
Every Achieving the Dream Institution develops and implements research-based practices and policies based on an analysis of its institutional strengths, problem areas, and achievement gaps.

The colleges are committed to assessing the effectiveness of their practices and policies, institutionalizing approaches that prove successful, and sharing their findings widely.
Overview

- This deck is a working document, providing an overview of some promising practices and policies for improving student outcomes as reported by the 2011 Leader Colleges.

- The practices and policies range from college readiness programs, mandatory new student orientation, student success courses, developmental course redesign, curriculum redesign, to cooperative learning, learning communities, and intensive and individualized advising.
Please Keep in Mind…

- These promising practices are implemented as part of Achieving the Dream’s larger Student-Centered Model of Institutional Improvement.

- These institutions have committed to Achieving the Dream’s Four Principles of Institutional Improvement and Five-Step Process for Increasing student Success, and are creating a culture of evidence in which data and inquiry drive broad-based institutional efforts to improve student outcomes.

- Attempts to replicate any promising practice described in this deck should be done in the context of Achieving the Dream’s integrated institutional improvement framework.
Curriculum & Instruction

Student success begins in the classroom, so Achieving the Dream institutions also implement strategies to improve pedagogical practices. Strategies aimed at improving the quality of the learning experience may include interventions targeted to gateway courses, employing active and cooperating learning practices, technology-supported, experiential and service learning activities.

Success is what counts.
Curriculum & Instruction

- **Bunker Hill Community College**, Boston, MA
  Learning Community Seminar
  
  Coach: Jacquelin Belcher  
  Data Coach: Ted Wright

- **Highline Community College**, Des Moines, Washington
  ABE/ESL-to-Credit Initiative
  
  Coach: Brenda Beckman  
  Data Coach: Miguel Ceja

- **Orangeburg-Calhoun Technical College**, Orangeburg, SC
  Supplemental Instruction
  
  Coach: Mary Ellen Duncan  
  Data Coach: Charles Van Middlesworth

*Success is what counts.*
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Curriculum & Instruction

- **Patrick Henry Community College**, Martinsville, VA
  Cooperative Learning
  Coach: Kent Farnsworth
  Data Coach: Jacki Stirn

- **Renton Technical College**, Renton, WA
  Reading Apprenticeship Approach
  Coach: Brenda Beckman
  Data Coach: Miguel Ceja

- **Valencia College**, Orlando, FL
  Supplemental Learning
  Coach: Byron McClennen
  Data Coach: Rhonda Glover
Bunker Hill Community College’s Learning Community Seminar helps incoming students make a successful transition to college. Seminars are taught by faculty across disciplines, with each seminar section exploring a different academic theme. Support services, including success coaching and peer mentoring, are integrated into the curriculum. For students in the learning community seminar, fall-to-fall and fall-to-spring retention of first-time, full-time degree-seeking students increased. See results on the next slide.
Bunker Hill Community College: Learning Community Seminar

<table>
<thead>
<tr>
<th>Term-to-Term Retention</th>
<th>First-time, Full-time Students</th>
<th>LC Seminar Students</th>
<th>Not Enrolled in LC Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004 Baseline Fall to Spring</td>
<td>77%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2003-2004 Baseline Fall to Fall</td>
<td>48%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2009 –2010 Fall to Spring</td>
<td>N/A</td>
<td>86%</td>
<td>83%</td>
</tr>
<tr>
<td>2009 – 2010 Fall to Fall</td>
<td>N/A</td>
<td>66%</td>
<td>55%</td>
</tr>
</tbody>
</table>
Highline Community College: Adult Basic Education/English as a Second Language-to-Credit Initiative

Highline’s ABE/ESL-to-Credit initiative assists advanced-level non-credit ESL students in a successful transition to college-level degree and certificate programs. There are three program components:

- Career-pathway bridge classes provide students with an overview of employment options, available credentials, and workforce expectations
- One-to-one advising, linking students with faculty advisors
- A Transition Resource and Referral Center (TRRC) serves as the clearinghouse for a full range of services, with on-site staff advising, referrals to faculty advisors, financial aid information, educational pathway exploration courses, and information about transitioning to degree and certificate programs.

Thus far, progress has exceeded goals the college set:

<table>
<thead>
<tr>
<th></th>
<th>2004-2005 Baseline</th>
<th>2009-2010 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Transitioning to College-Level</td>
<td>4%</td>
<td>19%</td>
</tr>
<tr>
<td>Percent earning at least 15 college credits in 8 quarters</td>
<td>3%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Success is what counts.
Orangeburg-Calhoun Technical College (OCtech) implemented supplemental instruction, an academic assistance program that uses peer-assisted study sessions to increase students’ exposure to and mastery of course content. The college has expanded the reach of supplemental instruction to 20% of OCtech students. The college has increased success rates for developmental and gateway courses in which students are receiving supplemental instruction from 53% in 2007-2008 to 59% in 2010-2011. See graph on the following slide.
Success is what counts.
Patrick Henry Community College (PHCC): Cooperative Learning

PHCC attributes their improved institutional outcomes to a combined effect of numerous strategies, including advising and accelerated courses. However, one strategy that stands out at Patrick Henry is the use of cooperative learning to enhance student engagement inside the classroom. PHCC has exceeded their projected goal for infusion of cooperative learning in the classroom; cooperative learning is a standard teaching methodology for PHCC, including in their accelerated learning programs for both math and English. The college uses logistical modeling to assess the affect these techniques have on student outcomes. See results on the following slide.
2010 Institutional Outcomes for
First Time Degree Seeking Students in the 2005-2008 Cohorts

- Two-Year Completion Rate: Up 33.0% 2005-2008
- Three-Year Completion Rate: Up 17.8% 2005-2007
- Two-Year Transfer Rate: Up 29.1% 2005-2008
- Three-Year Transfer Rate: Up 17.2% 2005-2007
- Persistence, Fall - Spring: Up 7.4% 2005 - 2008
- Persistence, Fall - Fall: Up 24.8% 2005 - 2008

2005 (n=545) 2006 (n = 522) 2007 (n = 560) 2008 (n = 588)

Success is what counts.
Renton Technical College (RTC): Reading Apprenticeship Approach

Based on analysis of reading placement test scores, a planning team of Renton Technical College faculty and administrators concluded that there was a need for interventions that improve students’ reading comprehension. Implementation of the Reading Apprenticeship strategy began with the first faculty training in 2008. It has scaled up considerably over the course of Achieving the Dream participation. Renton Tech now has a total of 77 trained instructors (close to 30% of all faculty) implementing Reading Apprenticeship with their students. Renton Tech attributes an increase in student success to faculty adoption of Reading Apprenticeship.

See results on the following slide.
Renton Technical College (RTC):
Reading Apprenticeship Approach

Renton Technical College
Workforce Programs Performance:
Certificate/Degree Completion,
Persistence, Attrition (% by Year)
Snapshot August 25, 2011

Success is what counts.
Valencia College has exceeded their goal for increasing the number of supplemental learning leaders in classrooms and disciplines. In 2010-2011, there were 410 supplemental learning sections, serving 9,500 students, an increase from 320 sections in 2009-2010. Supplemental learning continues to have a positive impact on student success overall:

- Students in gateway courses who attend supplemental learning sessions show 12% to 19% greater success rates
- Success rate for all students in supplemental learning courses is 1% to 4% higher than non-SL courses, even if students don’t attend SL sessions.
For questions or comments, contact:

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